

*We are committed to ensuring all individuals are valued and work in a safe environment, promoting the ethos of Safeguarding and Equality and Diversity in all of our practices. We expect all staff to share this commitment.*

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| <b>Job Title:</b>      | SEND Lecturer in Maths           |
| <b>Grade / Salary:</b> | £27,432.30 – 41,578.51 per annum |
| <b>Hours:</b>          | 37 hours per week                |
| <b>Department:</b>     | Foundation Studies               |
| <b>Work Location:</b>  | Cheltenham Campus                |
| <b>Responsible To:</b> | Head of SEND                     |

## 1. Applicant Information

Gloucestershire College is committed to safeguarding children and vulnerable adults and any offer of employment will be subject to a number of conditions.

If you are shortlisted, you will be asked to complete a self-declaration of your criminal record or any information that would make you unsuitable to work with children. Generally, we are permitted to ask whether an applicant has any convictions, cautions, reprimands or final warnings which would not be filtered in line with current guidance, as defined by The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020). This Order sets out the circumstances in which an individual can be asked about spent convictions (but not protected convictions or protected cautions) and when an employer can consider these. This includes "any employment as a teacher in a school or establishment for further education and any other employment which is carried out wholly or partly within the precincts of a school or establishment for further education, being employment which is of such a kind as to enable the holder to have access to persons under the age of 18 in attendance at the school or establishment for further education in the course of his normal duties."

As this role involves engaging in "regulated activity" relevant to children, and in line with our legal obligations, before filling out this application you should be aware that it is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children.

In line with KCSIE and having regard to all relevant guidance, there is a requirement for providing satisfactory references and online searches will be conducted for candidates. The purpose of this search is to identify any incidents or issues that have happened, and are publicly available online, which we may need to explore further as part of our pre-screening checks. The level of check undertaken will be consistently applied across all applicants and may include both social media and a general internet search.

A satisfactory DBS Enhanced Disclosure with child and adult barred list check will also need to be obtained as a requirement of the job.

## 2. Job Profile

Gloucestershire College is recruiting a SEND Lecturer (maths) for our Foundation Studies Team.

The purpose of this role is to create individualised learning opportunities focused on the learner's destination, developing independence and supporting employment. As a SEND lecturer (maths) you will focus predominantly on the maths curriculum, teaching functional skills classes, alongside a selection of personal and social development sessions.

A career with us means much more than just a salary- we know that our people are our greatest asset.

We provide an empowering, values-based environment where we all play a part in inspiring a future generation, working towards an inspirational vision. We are passionate about learning and pride ourselves in developing our staff; we will support you both professionally and personally to develop all the skills necessary to make this your next success.

We value mutual respect and believe that trust, respect and civility bring out the best in people. We also work collaboratively utilising the different knowledge, skills and experiences we each have; we strive to create an environment where everyone can give of their best. Working with committed colleagues, we also offer an attractive benefits package, please click on the benefits link to find out more about the range offered.

We celebrate the fact that our students and staff, our partners and friends, are from different social and ethnic backgrounds, different faiths, sexual orientation and ages.

We are committed to equality, diversity and inclusion and we want our workforce to have an equal gender balance, represent a broad mix of people from minority ethnic backgrounds, LGBTQ+, those with a disability and we would encourage all applicants that identify with this to apply.

Your skills are more valuable than you realise.

Sharing your skills and inspiring the next generation can be incredibly rewarding. But don't take our word for it, hear from those who are already doing it.

[What's it like to teach in FE? – Share Your Skills \(teach-in-further-education.campaign.gov.uk\)](https://teach-in-further-education.campaign.gov.uk)

### 3. Main Duties and Responsibilities

#### Learning and teaching

- Provide learning and assessment activities which meet curriculum requirements and the aims and needs of all the learners.
- Plan and use a range of effective and appropriate teaching and learning techniques to engage and motivate learners and encourage independence and learner autonomy.
- Select and develop a range of effective resources, including appropriate use of new and emerging technologies ensuring they are inclusive, promote equality and engage with diversity.
- Establish a purposeful and motivating learning environment where learners feel safe, secure, confident and valued.
- Establish and maintain procedures with learners which promote and maintain appropriate behaviour, communication and respect for others, while challenging discriminatory behaviour and attitudes.
- Use listening and questioning techniques appropriately and effectively in a range of learning contexts.
- Provide opportunities for learners to understand how the specialist area relates to the wider social, economic and environmental context.
- Work with learners to address particular individual learning needs and overcome identified barriers to learning.
- Evaluate the efficiency and effectiveness of own teaching, including consideration of learner feedback and learning theories.
- Use mentoring and/or coaching to support own and others' professional development, as appropriate.
- Evaluate and improve own communication skills to maximise effective communication and overcome identifiable barriers to communication.
- Collaborate and communicate appropriately with colleagues and external agencies to encourage learner progress.
- Work with colleagues with relevant learner expertise to identify and address literacy, language and numeracy development in own specialist area.

#### Assessment

- Devise, select, use and appraise assessment tools, including where appropriate, those which use new and emerging technologies.
- Develop, establish and promote peer and self-assessment as a tool for learning and progression.
- Design and apply appropriate methods of assessment fairly and effectively.
- Apply appropriate assessment methods to produce valid, reliable and sufficient evidence.
- Collaborate with others, as appropriate, to promote equality and consistency in assessment processes, participating fully in internal and external verification.
- Ensure that learners understand, are involved and share in responsibility for assessment of their learning.
- Contribute to the organisation's quality cycle by producing accurate and standardised assessment information and keeping appropriate records of assessment decisions and learners' progress.

## Professional values and practice

- Use opportunities to highlight the potential for learning to positively transform lives and contribute to effective citizenship identifying the transferable skills they are developing, and how these might relate to employment opportunities.
- Encourage learners to recognise and reflect on ways in which learning can empower them as individuals and make a difference in their communities.
- Share good practice with others and engage in continuing professional development through reflection, evaluation and the appropriate use of resources.
- Conform to statutory requirements and apply codes of practice including appropriate consideration of the needs of children, young people and vulnerable adults and equality of opportunity.
- Keep accurate records which contribute to organisational procedures.
- Evaluate own contribution to the organisation's quality cycle.

## Access and progression

- Refer learners to information on potential current and future learning and career opportunities and appropriate specialist support services.
- Provide learners with appropriate information about the organisation and its facilities, and encourage learners to use the organisation's services, as appropriate.
- Provide effective learning support, within the boundaries of the teaching role.

## 4.General

- Take an active part in the performance review process.
- Comply with all relevant Health & Safety regulations and assist the College in the implementation of its own Health & Safety Policy.
- Comply with and actively promote the College's Equality and Diversity Policy.
- Comply with and actively promote the College's Safeguarding Policy and Practices.
- Support the College's sustainability policies and recognise the shared responsibility of carrying out duties in a resource efficient way.
- Participate in enrolment.
- Undertake a first-aid qualification and participate in the first aid rota, as required.
- Undertake any other relevant duties as specified by your line manager commensurate with the level of this post.

## 5. Values

We have **four core values** that reflect what we are, how we do things and where we want to be. We want to support all staff to:

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| <b>Be Respectful</b><br>      | <b>Be Respectful</b> – To be respectful of self, others, property and environment when at college or representing the college. |
| <b>Be Responsible</b><br>     | <b>Be Responsible</b> – To take ownership of our behaviours, attitude and personal development.                                |
| <b>Be Ambitious</b><br>      | <b>Be Ambitious</b> – To become the best versions of ourselves.  |
| <b>Be Collaborative</b><br> | <b>Be Collaborative</b> – To work as part of a team or teams, to support each other to contribute and celebrate success.       |

## 6. Person Specification

### Shortlisting Criteria

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|------------------|---|
| <b>Essential</b> | <ul style="list-style-type: none"><li>– Experience of teaching learners with additional needs, may this be SEND needs or gaps in education due to individual circumstances</li><li>– Experience of teaching Functional Skills maths</li><li>– PGCE, DTTLS, Certificate in Education</li><li>– A*-C GCSE English and Maths (or equivalent)</li><li>– Practical experience in safeguarding within an educational or support setting</li></ul> |
| <b>Desirable</b> | <ul style="list-style-type: none"><li>– Experience of teaching 14+</li><li>– Specialist qualification in learning difficulties or mental health and wellbeing</li></ul>   |

## Person Specification

|                          |   |
|--------------------------|---|
| <b>Abilities</b>         | <ul style="list-style-type: none"><li>– Motivate and inspire young people to want to achieve their individual learning aims and qualifications</li><li>– Specialist knowledge and proven track record of teaching learners with multiple of the following support needs:<ul style="list-style-type: none"><li>· Anxiety</li><li>· Barriers to learning such as eating disorders, prior bullying and/or traumatic experiences</li><li>· Learners with gaps in education</li><li>· Mental health issues</li><li>· ADHD</li><li>· Asperger syndrome</li><li>· Autism</li><li>· Dyspraxia, Dyslexia and/or Dyscalculia</li><li>· Emotional and behavioural difficulties (EBD)</li><li>· PDA</li></ul></li><li>– Teaching of learners with a wide range of abilities</li><li>– Excellent team player with good communication skills, including written, oral, and non-verbal communication</li><li>– Communicate effectively and appropriately using different forms of language and media, including new and emerging technologies</li><li>– To manage own time effectively by planning and prioritising own workload and reacting positively to changes as they occur</li><li>– Provide constructive feedback to learners and colleagues where appropriate</li></ul> |
| <b>Job Circumstances</b> | <ul style="list-style-type: none"><li>– Able to travel between College sites (if required)</li><li>– Enhanced DBS check with child and adult barred status (or willingness to undertake)</li><li>– Saturday hours may be required</li><li>– The ability to deliver content remotely and online if required</li></ul>  |

Further Education is an ever-changing service and all staff are expected to participate constructively in College activities and to adopt a flexible approach to their work.

This job description will be reviewed annually during the performance review process, and will be varied in the light of the business needs of the College.

The job description sets out the main duties of the post at the date when it was drawn up. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

As users of the disability confident scheme, we guarantee to interview all disabled applicants who meet the minimum criteria for all advertised vacancies.

Where an employee or candidate indicates a disability, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all of the duties of the post. If, however, a certain task proves to be unachievable, job redesign will be given full consideration.

